

## Teacher Empowerment Management in Islamic Boarding Schools Jambi Province

Nur Komariah<sup>1</sup>, Ruhiat<sup>2</sup>, Nanda Saputra<sup>3</sup>, Muhammad Abu Bakar<sup>4</sup>

<sup>1</sup> Universitas Islam Indragiri, Riau Indonesia; [drnurkomariah@gmail.com](mailto:drnurkomariah@gmail.com)

<sup>2</sup> Kementerian Agama, Riau, Indonesia; [Ruhiat.ilyasin@gmail.com](mailto:Ruhiat.ilyasin@gmail.com)

<sup>3</sup> Sekolah Tinggi Ilmu Tarbiyah Sigli, Indonesia; [nanda.saputra2589@gmail.com](mailto:nanda.saputra2589@gmail.com)

<sup>4</sup> Government Islamia College, Chiniot, Pakistan; [abubakartaaj@gmail.com](mailto:abubakartaaj@gmail.com)

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### Keywords:

Management,  
Empowerment,  
Teachers,  
Islamic Boarding  
Schools.

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### Abstract

Teacher empowerment is an effort of the leadership of educational institutions to improve teacher professionalism in teaching. This study aims to analyze teacher empowerment planning, teacher empowerment implementation, and teacher empowerment evaluation. Using a descriptive qualitative approach with observation data collection techniques, interviews, and documentation. Data analysis used Miles and Huberman's model and analyzed data using data triangulation. The results of this study are: in planning activities, boarding school leaders plan facilities and infrastructure, educators, provide autonomy and develop teacher competence. In implementing activities, the boarding school leadership instructs the preparation of learning programs, gives confidence in managing classes, utilizes facilities and infrastructure, optimizes teachers as mentors, class administration, and teacher leadership, and optimizes teachers to develop learning evaluations. Evaluation, Checking curriculum documents, supervising classrooms, and providing supervision. The leadership of the boarding school has tried to improve the empowerment of teachers to build student entrepreneurship but teacher empowerment has not been fully achieved, as teachers have not fully met the qualifications as professional educators, and the impact of the development of student entrepreneurship has not been optimal.

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### Kata kunci:

Manajemen,  
Pemberdayaan,  
Guru,  
Pondok Pesantren.

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### Abstrak

Pemberdayaan guru merupakan upaya pimpinan lembaga pendidikan untuk meningkatkan profesionalisme guru dalam mengajar. Penelitian ini bertujuan untuk menganalisis perencanaan pemberdayaan guru, pelaksanaan pemberdayaan guru, dan evaluasi pemberdayaan guru. Menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman dan analisis data menggunakan triangulasi data. Hasil penelitian ini adalah: dalam merencanakan kegiatan, pimpinan pesantren merencanakan sarana dan prasarana, tenaga pendidik, memberikan otonomi dan mengembangkan kompetensi guru. Dalam pelaksanaan kegiatan, pimpinan pesantren menginstruksikan penyusunan program pembelajaran, memberikan kepercayaan dalam mengelola kelas, memanfaatkan sarana dan prasarana, mengoptimalkan guru sebagai pembimbing, administrasi kelas, kepemimpinan guru dan mengoptimalkan guru untuk mengembangkan evaluasi pembelajaran. Evaluasi, Memeriksa dokumen kurikulum, mengawasi kelas, dan memberikan supervisi. Pimpinan pondok sudah berusaha meningkatkan pemberdayaan guru untuk membangun kewirausahaan siswa namun pemberdayaan guru belum sepenuhnya tercapai, karena guru belum sepenuhnya memenuhi kualifikasi sebagai pendidik profesional, dan dampak pengembangan kewirausahaan siswa belum maksimal. telah optimal.

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Corresponding Author:

Nur Komariah

Universitas Islam Indragiri, Riau; [drnurkomariah@gmail.com](mailto:drnurkomariah@gmail.com)

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## INTRODUCTION

Islamic boarding schools are a form of Islamic educational institution that aims to equip religious knowledge and general knowledge.<sup>1</sup> The high attention of the government and the public towards Islamic Religious education has opened up opportunities for education observers to establish Islamic boarding schools. However, recruiting educators who meet the qualifications of educators is very difficult, and this is common because manpower planning is concerned with forecasting and estimating the future demand for labor by an organization.<sup>2</sup> The existence of teacher standardization is a challenge for Islamic boarding schools when Islamic boarding schools adopt the curriculum of the Ministry of Education and Culture and the Ministry of Religion.

Research Malin Bogren et al<sup>3</sup> said that teachers who teach in formal education are required to have a formal educational background that is in accordance with the subjects taught. The suitability of educational qualifications in the teaching field will make it easier for teachers to achieve learning objectives. Furthermore, research by Ibrahim Aksel et al<sup>4</sup> states, employees who exceed organizational requirements are not only able to complete tasks but are able to provide more performance than set targets, offer assistance to other employees and provide advice. School improvement will occur if the teacher has empowerment in making school decisions.<sup>5</sup> Empowerment of teachers is the provision of teacher autonomy to make decisions, make professional assessments about learning, and have voting rights to express opinions<sup>6</sup> The results of research from Neila<sup>7</sup> state that Teacher Quality Improvement is able to increase teacher empowerment so that teachers are able to create a conducive class climate. Is a training that seeks to improve teachers' soft skills in aspects of pedagogy, and individual and social competency aspects.<sup>8</sup> offers a model that can be applied by the leadership of educational institutions to improve teacher empowerment as seen in the below:

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<sup>1</sup> Dedi Efrizal, 'Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia Dedi Efrizal State Institute of Islamic Studies ( IAIN ) Bengkulu, Indonesia Abstract A . Intro', *International Journal of Hhmanities and Social Science* 2, no. 20 (2012): 127-34.

<sup>2</sup> Manmohan Joshi, *Human Resource Management*, 1st ed. (Osram Sylvania, 2013).

<sup>3</sup> Malin Bogren et al., 'Build Professional Competence and Equip with Strategies to Empower Midwifery Students - An Interview Study Evaluating a Simulation-Based Learning Course for Midwifery Educators in Bangladesh', *Nurse Education in Practice* 35, no. January (2019): 27-31, <https://doi.org/10.1016/j.nepr.2019.01.002>.

<sup>4</sup> Ibrahim Aksel et al., 'Assessment of Teachers' Perceptions of Organizational Citizenship Behaviors and Psychological Empowerment: An Empirical Analysis in Turkey', *Procedia - Social and Behavioral Sciences* 89 (2013): 69-73, <https://doi.org/10.1016/j.sbspro.2013.08.811>.

<sup>5</sup> Shima Veisi et al., 'The Relationship between Iranian EFL Teachers' Empowerment and Teachers' Self-Efficacy', *Procedia - Social and Behavioral Sciences* 185 (2015): 437-45, <https://doi.org/10.1016/j.sbspro.2015.03.362>.

<sup>6</sup> Ruth Alsop, Mette Bertelsen, and Jeremy Holland, *Empowerment in Practice, Empowerment in Practice*, 2005, <https://doi.org/10.1596/978-0-8213-6450-5>.

<sup>7</sup> Neila Ramdhani et al., 'Teacher Quality Improvement Program: Empowering Teachers to Increasing a Quality of Indonesian's Education', *Procedia - Social and Behavioral Sciences* 69, no. Icepsy (2012): 1836-41, <https://doi.org/10.1016/j.sbspro.2012.12.134>.

<sup>8</sup> Lauren Bennett Cattaneo and Aliya R. Chapman, 'The Process of Empowerment: A Model for Use in Research and Practice', *American Psychologist* 65, no. 7 (2010): 646-59, <https://doi.org/10.1037/a0018854>.

Figure 1. Teacher Empowerment Model

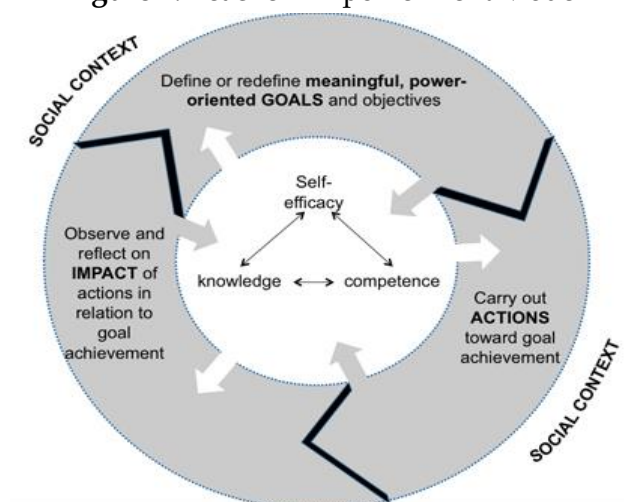


Figure 1 above illustrates that there are three stages in the process of empowering teachers to build student entrepreneurship, namely: 1) redefining or redefining meaning, strength, orientation, goals, and objectives. 2). Take action towards achieving goals. 3). Observe and reflect on the impact of actions on achieving goals. To be able to carry out these three processes properly the teacher as an empowered actor is influenced by internal factors and external factors. Internal factors, namely: 1) the belief that is embedded in the teacher in overcoming various situations that arise in his life. 2). Competence 3) Knowledge and external factors that also influence empowerment, namely the social context.

Research Amal Alsaleh<sup>9</sup> states that there are several steps taken by the Kuwaiti government to prepare empowered teachers, namely: (1) Kuwaiti high schools include prospective teachers to join professional teachers to meet educational needs (2) carry out supervision by ministries and heads of departments as local supervisors as well as functioning as teacher mentors in improving learning, (3) carrying out teacher development through peers namely: (a) Preview conferences, namely planning lessons and discussing them between teachers and trainers, (b) observing lessons, namely the teacher teaches based on lesson planning and the coach makes observations and documents through videos or recordings. and (c) effective peer-to-peer conferences, and trainers to discuss notes on observations. Not unlike the teacher recruitment system in Kuwait, teacher recruitment in Indonesia also requires prospective teachers to attend an undergraduate education program.<sup>10</sup> However, this policy has not been fully adopted by all educational institutions in Indonesia, especially Islamic boarding schools. This is what happened in the Jambi Province Islamic boarding school. Recruitment of teachers for formal education at Islamic boarding schools in Jambi province is based on good mastery of the yellow book, experience in the field to be taught, and the ability to adapt to the pesantren environment. So that the implementation of education cannot run

<sup>9</sup> Amal Alsaleh, Maali Alabdulhadi, and Noha Alrwaished, 'Impact of Peer Coaching Strategy on Pre-Service Teachers' Professional Development Growth in Kuwait', *International Journal of Educational Research* 86, no. April 2016 (2017): 36–49, <https://doi.org/10.1016/j.ijer.2017.07.011>.

<sup>10</sup> Kementerian Agama Ri, Tahun 2018 Peraturan Menteri Agama Republik Indonesia Nomor 15 (2018).

optimally and this of course has an impact on the learning process and student learning output.<sup>11</sup>

Based on the information above, the researcher intends to conduct an analysis of how to empower Jambi Province Islamic boarding school teachers in building Santri Entrepreneurship and look for empowerment models from three Islamic boarding schools in Jambi Province, namely Nurul Iman Islamic Boarding School, Muaro Jambi Regency, Raudhatul Mujawwidin Islamic Boarding School Muara Tebo Regency, and Al-Fattah Islamic Boarding School, Sarolangun Regency, where the three Islamic boarding schools organize student entrepreneurship education in Jambi Province through a qualitative approach. If the previous research focused on empowering teachers in general education, this research focused on Islamic boarding schools.

## RESEARCH METHODS

The approach used in this study is qualitative in terms of education. Qualitative research collects data in a descriptive, narrative, visual, and non-numerical manner to obtain interesting insights.<sup>12</sup> This study took the social situation at Nurul Iman Islamic Boarding School, Muaro Jambi Regency, Raudhatul Mujawwidin Islamic Boarding School, Muaro Tebo Regency, and Al-Fattah Islamic Boarding School, Sarolangun Regency. Making the leaders of the Islamic boarding schools, principals, and teachers in the three Islamic boarding schools as research subjects using observation, interview, and documentation data collection methods.<sup>13</sup> The object of this research is the empowerment of teachers in the Nurul Iman Islamic Boarding School in Muara Jambi Regency, the Raudhatul Mujawwidin Islamic Boarding School in Muara Tebo Regency and the Al-Fattah Islamic Boarding School Sarolangun Regency. Furthermore, the data that has been collected is analyzed using the Miles and Huberman data analysis model, namely data analysis that emphasizes three simultaneous streams of action, namely: data reduction, display data, and conclusion drawing/verification.<sup>14</sup>

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<sup>11</sup> Moh Yamin, Hasan Basri, and Andewi Suhartini, 'Learning Management in Salaf Islamic Boarding Schools', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (16 February 2023): 25–36; Nurul Komariah and Ishmatun Nihayah, 'Improving The Personality Character of Students Through Learning Islamic Religious Education', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (27 March 2023): 65–77, <https://doi.org/10.59373/attadzkir.v2i1.15>.

<sup>12</sup> Geoffrey E. Mills LR. Gay, *Educational Research: Competencies for Analysis and Applications*, 2003, <https://doi.org/10.16309/j.cnki.issn.1007-1776.2003.03.004>.

<sup>13</sup> Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (University of Nebraska-Lincoln, 2009).

<sup>14</sup> W. Lawrence Neuman, *Social Research Methods; Qualitative and Quantitative Approaches Seventh Edition*, Pearson, 2014.

**Table1. Research Data**

Theme	Indicator	Indicator Section	Data Collection Technique		
Teacher Empowerment Planning	Teacher Ability	Minimum Standards for Teacher Qualifications	Observation (1) Interview (2) and Documentation (3)		
		Training	(2)		
		The opportunity to continue with further studies	(2)		
		Teacher Certification	(2)		
		Organizational Facilities and infrastructure	(1), (2), (3)		
		Organizational Policy	Time Allocation (1), (2), (3) Financing (1), (2), (3) Curriculum (1), (2), (3)		
		Implementation of Empowerment	Instructing teachers to arrange teaching tools	The teacher uses the syllabus and the lesson plan in learning activities. learning activities take place actively, creatively, effectively, and pleasantly	(1), (2), (3)
				Giving confidence to teachers to manage the class	Use the classroom to learn theory and practice (1), (2), (3)
				Provides flexibility for teachers to use facilities and infrastructure	Completeness of facilities and infrastructure (1), (2), (3) The flexibility of the teacher to use the facilities and infrastructure in the Islamic boarding school
				Learning	Innovative and creative learning tools Able to motivate students
Optimizing the role of the teacher as a counselor	Guiding students who have difficulty in learning (1), (2), (3)				
Setting up class administration	Teacher Absent Attendance and fill out the agenda book (1), (2), (3)				
Increase the role of the teacher as a leader in the class.	(1), (2), (3)				
Increase the teacher's role as evaluator	Diagnostic Evaluation (1), (2), (3) Formative evaluation Summative Evaluation				
Evaluasi	Teacher basic skills			Planning the curriculum	(1), (2), (3)
				Implementing the curriculum	(1), (2), (3)
		Curriculum evaluation	(1), (2), (3)		
		The ability to actualize the abilities of students	(1), (2), (3)		

**RESULT AND DISCUSSION**

**RESULT**

**Planning for Empowerment of Teachers at Nurul Iman Islamic Boarding School, Jambi Province**

The planning activities for teacher empowerment to build entrepreneurship for students at the Islamic Boarding Schools in Jambi Province include (1) Planning learning facilities and infrastructure. (2) Identifying and assigning teachers (3) Providing confidence to develop curriculum, funding, and teaching schedules. (4) Develop entrepreneurial teacher competencies. Furthermore, the following is a comparison of teacher empowerment planning to build entrepreneurship for students at Islamic boarding schools in Jambi Province.

**Table2.** Comparison of Teacher Empowerment Planning in Islamic Boarding Schools Jambi Province

<b>Teacher Empowerment Planning Activities</b>	<b>Nurul Iman</b>	<b>Raudhatul Mujawwidin</b>	<b>Al-Fattah</b>
Leaders of Islamic boarding schools plan facilities and infrastructure to support entrepreneurship	Each form of entrepreneurship already has learning facilities and infrastructure but it is not sufficient for students' needs	Each form of entrepreneurship already has supporting facilities and infrastructure for entrepreneurship but it is not sufficient for the needs of students	Not all entrepreneurship teachers have the facilities and infrastructure to support entrepreneurship
The leadership of the boarding school identifies and assigns Islamic boarding school teachers who have entrepreneurial competence to develop entrepreneurship for santri.	Islamic boarding schools have 1 entrepreneurship teacher who meets educator qualifications and is linear with teaching assignments and 3 entrepreneurship teachers do not meet educator qualifications but have entrepreneurial skills.	Islamic boarding schools have 1 entrepreneurship teacher who meets the qualifications of educators and is not linear with the subjects taught and 1 entrepreneurship teacher has not met the qualifications of teaching staff but has skills.	The boarding school has two entrepreneurship teachers who have met the qualifications of educators but are not linear, but teachers have skills and interests in the field of entrepreneurship
Leaders of Islamic boarding schools give confidence to entrepreneurship teachers to	Teachers already have autonomy in aspects of the curriculum, teaching schedule, and funding	Teachers already have autonomy in aspects of funding, teaching schedules, and curriculum	Already have autonomy in the aspects of funding, teaching schedules, and curriculum

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develop curriculum, funding, and teaching schedules.	Leaders of Islamic boarding schools develop entrepreneurial teacher competencies	of The teacher has followed the guidelines for preparing the syllabus and lesson plans.	Teachers have attended Santri entrepreneurship workshops, leadership training, and entrepreneurship seminars	Teachers have attended curriculum training and entrepreneurship training and have partnered for curriculum development
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Table 2 explains that the leadership of the Islamic boarding school in Jambi Province has facilitated teachers with several Santri entrepreneurship development laboratories and supporting equipment, but not all Santri entrepreneurship development has sufficient labor facilities and supporting equipment, including (1) the development of welding and carpentry entrepreneurship at the Nurul Iman Islamic Boarding School has not been equipped with a special laboratory and the equipment available is not sufficient for the needs of the students. I G the school principal explained "The two entrepreneurship developments still have to join forces to occupy a laboratory with an area of 28 M<sup>2</sup>" (2) the development of culinary and fashion at the Nurul Iman Islamic Boarding School, Muara Jambi Regency, which does not yet have supporting facilities that are sufficient for the needs of students. (3) the development of fashion entrepreneurship at the Raudhatul Mujawwidin Islamic Boarding School does not yet have a special fashion laboratory and is not equipped with sufficient supporting facilities. For the implementation of fashion entrepreneurship, BJ said, "the learning and teaching process of fashion still uses their own classes, because there are not many machines so they still use existing classes." (4) In line with the conditions at the Raudhatul Mujawwidin Islamic Boarding School, H said, "General entrepreneurship development at the Al-Fattah Islamic Boarding School, Sarolangun Regency does not yet have a special laboratory for general entrepreneurship development and does not yet have supporting facilities." (5) H further stated that "the development of workshops has not been supported with sufficient supporting facilities."

Aspects of Educator Qualifications. In planning teaching staff, the leadership of the Jambi Province Islamic boarding school not only delegates teaching assignments, gives trust, and gives authority to teachers, but also prepares teaching staff who meet the qualifications as teaching staff, but not all entrepreneurship teachers at Jambi Province Islamic Boarding Schools meet the minimum qualifications as a teacher. H, the leader of the Al-Fattah Islamic boarding school said

"The obstacle we face in the recruitment process for entrepreneurship teachers is that there is a scarcity of teachers who have a bachelor's degree in

entrepreneurship, so teacher graduation is still only determined based on a minimum diploma, namely Strata 1 and specialization."

In line with H, M is wrong one of the leaders of the Nurul Iman Islamic boarding school also said,

"Among the existing entrepreneurship teachers, only one meets the qualifications as an entrepreneurship teacher, besides that they are recruited based on the teacher's expertise. further, the following is data on entrepreneurship teachers at Islamic boarding schools in Jambi Province:

**Table 3.** Data on Entrepreneurship Teachers in Islamic Boarding Schools Jambi

<b>Teacher name</b>	<b>Rank</b>	<b>Educational background</b>	<b>affiliates</b>
K. (Cullinary art)	III/b	Bachelor of Islamic Education Food Order (S.Pd)	Nurul Iman
KH.S (Welding)	II/b	senior High School	Nurul Iman
NH (Fashion)	II/a	senior High School	Nurul Iman
T (Carpentry)	II/a	High School (SMA)	Nurul Iman
FNW (Fashion)	IIIb	Islamic Education Facility (S.Pd.I)	Raudhatul Mujawwidin
S(Dressmaking)	Ila	Senior High School	Raudhatul Mujawwidin
S (General entrepreneurship)	IIIb	Bachelor of Science (S.Si)	Al-Fattah
D (workshop)	Iib	Engineering Diploma	Al-Fattah

From table 3 it can be seen that 50% of entrepreneurship teachers at Islamic boarding schools in Jambi Province have not met the qualifications of a Bachelor's Degree (S1) educator. Aspects of autonomy. Each Islamic Boarding School has given entrepreneurial teachers the autonomy to develop funding, teaching schedules, and curricula. MA Principal Nurul Iman said, "We have made efforts to develop teacher competence by providing guidance on the preparation of syllabus and lesson plans which were identified as not meeting the qualifications as educators. Furthermore, the MA Raudhaotul Mujawwidin school principal said, "To increase the competence of entrepreneurship teachers we have provided entrepreneurship seminars and leadership training for entrepreneurship teachers at the Raudhatul Mujawwidin Islamic Boarding School. Meanwhile, the leader of the Al-Fattah H Islamic boarding school explained, "There have been several activities that have been carried out to improve the competency of entrepreneurship teachers including providing entrepreneurship training, involving teachers to attend curriculum workshops, and collaborating with PT. Astra Honda Motor and PT. Sinar Sentosa for developing curriculum and developing students' competencies." Furthermore, the following is a comparison of planning for empowering Islamic boarding school teachers in building student entrepreneurship:



**Figure 2.** Teacher empowerment planning to build Santri entrepreneurship in Islamic boarding schools in Jambi Province

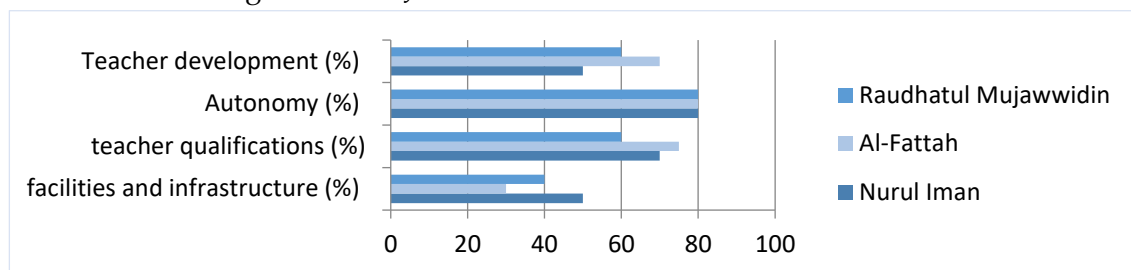


Figure. 2 explains that Al-Fattah Islamic boarding school has the highest percentage of 255%, followed by Nurul Iman Islamic boarding school with a percentage of 250%, and Raudhatul Mujawwidin Islamic boarding school with a total of 240% seen from the aspects of infrastructure, teacher qualifications, teacher autonomy, and teacher development.

### Implementation of Teacher Empowerment to build student entrepreneurship in Islamic boarding schools in Jambi Province

The activities of implementing teacher empowerment to build student entrepreneurship at Islamic boarding schools in Jambi Province are as follows: (1) the leadership of the Islamic boarding school gives full responsibility to teachers for developing effective and efficient learning programs. A head of the self-development coordinator said, "To empower teachers to carry out their role, the leadership of the Nurul Iman Islamic boarding school requires each teacher to follow the policies of the Ministry of Education and Culture, one of which is the policy regarding the obligation to prepare syllabus and lesson plans" (2) the leadership of the Islamic boarding school give confidence to manage the class effectively and efficiently. According to IG, in order to optimize teachers to manage classes effectively and efficiently, teachers need to be given autonomy in aspects of the curriculum, teaching schedules and funding. (3) the leadership of the Islamic boarding school provides flexibility to utilize existing facilities and infrastructure at the Islamic boarding school. (4) the leadership of Islamic boarding schools optimizes teachers as mentors or extension workers. D agreed, "To maximize workshop tutoring services, I collaborated with PT. Astra Honda Motor and PT Sinar Sentosa Primatama to develop curriculum and competence in the field of motorcycle engineering. (5) the leadership of the Islamic boarding school provides a class administration format. (6) Islamic boarding school leaders optimize teacher leadership and (7) Islamic boarding school leaders optimize teachers as evaluators. Furthermore, the following are teacher empowerment activities to build student entrepreneurship at Islamic boarding schools in Jambi Province.

**Table.4 Implementation of entrepreneurship teacher empowerment in Islamic boarding schools in Jambi Province**

Teacher empowerment activities	Nurul Iman	Raudhatul Mujawwidin	Al-Fattah
Giving responsibility to the teacher to compile a learning program.	entrepreneurship teachers are <b>not fully</b> capable of compiling learning programs	the teacher <b>does not</b> compile a learning program	all entrepreneurship teachers <b>are able</b> to compile a learning program
Giving confidence to teachers to manage the class	entrepreneurship teachers are <b>not fully</b> can manage the class effectively and efficiently	entrepreneurship teachers <b>have not</b> managed the classroom effectively and efficiently	all entrepreneurship teachers <b>are able</b> to manage the classroom effectively and efficiently
Providing flexibility for teachers to utilize learning facilities and infrastructure	Entrepreneurship teachers have <b>not fully</b> optimized the use of facilities and infrastructure to achieve learning objectives	Entrepreneurship teachers <b>have not</b> utilized the facilities and infrastructure to achieve learning goals optimally.	All entrepreneurship teachers <b>have used</b> the facilities and infrastructure to achieve learning goals
Optimizing teachers to function as tutors or instructors.	entrepreneurship teachers <b>have not fully</b> able to optimize themselves as instructors	Entrepreneurship teachers <b>have not fully</b> functioned themselves as counselors or guides	All entrepreneurship teachers <b>have optimized</b> themselves to provide tutoring or extension services
Provide student attendance books and give orders to complete class administration.	teachers <b>have not</b> completed their teaching duties with classroom administration	Teachers <b>have not</b> completed their teaching duties with classroom administration	all entrepreneurship teachers <b>have completed</b> classroom administration.
Optimizing Teacher Leadership	entrepreneurship teachers are <b>not fully</b> able to optimize leadership to organize conducive learning.	The teacher <b>has developed</b> leadership in the classroom	all teachers <b>have been able</b> to optimize teacher leadership to create a conducive learning environment.

<b>Optimizing teachers to develop learning evaluations.</b>	Entrepreneurship teachers <b>have developed</b> learning evaluations.	Entrepreneurship teachers have <b>not fully</b> developed optimal learning evaluations	All entrepreneurship teachers <b>have developed</b> optimal learning evaluations
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From Table 4, it can be seen that the comparison of the implementation of teacher empowerment activities to build student entrepreneurship is:

**Give full responsibility to develop an effective and efficient learning program**

The leadership of the Islamic boarding schools in Jambi Province has not entirely given the responsibility of compiling learning programs such as the Raudhatul Mujawwidin Islamic Boarding School, the leaders of the Islamic boarding schools have not verbally ordered the preparation of syllaby and lesson plans so that in its implementation teachers have not been able to achieve learning objectives effectively and efficiently.

While at the Nurul Iman Islamic boarding school, the leadership has given the responsibility of compiling the syllabus and lesson plans, but only the culinary teacher is able to compile a learning program and make it a guide in learning.

The leadership of the Al-Fattah Islamic Boarding School has also ordered entrepreneurship teachers to prepare syllabus and lesson plans, in practice the teacher is able to create an active, creative, effective and fun learning environment.

**Provides confidence to manage class effectively and efficiently.**

In its implementation, not all teachers can take advantage of the class effectively and efficiently, including: (1) teachers at Nurul Iman Islamic Boarding School, namely the fashion teachers have not been able to achieve their goals optimally, welding teachers and carpentry teachers are still found often not attending classes when teaching hours are taking place.

Meanwhile, the fashion teacher and welding teacher at the Raudhatul Mujawwidin Islamic Boarding School have utilized their time optimally but have not yet developed the attitude aspect optimally.

The Al-Fattah Islamic boarding school, general entrepreneurship teachers and workshop teachers, are able to overcome the limitations of facilities and infrastructure and are able to optimally achieve learning objectives both in the aspects of knowledge, skills and attitudes.

**Provides flexibility to utilize facilities and infrastructure to achieve goals optimally.**

The leadership of the Islamic boarding school in Jambi Province has entirely given autonomy to teachers to develop facilities and infrastructure, but not all have been able to utilize the facilities and infrastructure to achieve their goals.

This is as the fashion teacher at the Nurul Iman Islamic Boarding School has not been able to achieve the learning objectives optimally due to the heterogeneity of the

students' abilities and the limited facilities and infrastructure, besides that the welding teachers and carpentry teachers have not been able to optimally utilize the facilities and infrastructure, both of them are often found unable to teach, when hours of teaching takes place.

Furthermore, at the Raudhatul Mujawwidin Islamic Boarding School, they emphasized more on mastery of theory and practice and attitudes have not been developed optimally, while at Al-Fattah Islamic Boarding School all entrepreneurship teachers were able to develop facilities and infrastructure to develop the knowledge, skills and entrepreneurial attitudes of students.

### **Optimizing teachers as mentors or extension agents.**

In this aspect, not all entrepreneurship teachers are able to optimize their ability to build santri entrepreneurship, such as: (1) welding teachers and carpentry teachers from Nurul Iman Islamic Boarding School are often found unable to teach during teaching hours. (2) It is known that the fashion teacher has not been able to achieve the learning objectives properly, namely only 5% of the level of achievement of the learning objectives can be achieved.

Meanwhile, the entrepreneurship teacher at the Al-Fattah Islamic Boarding School, was able to provide entrepreneurship training in theory, practice, and the development of entrepreneurial attitudes. Furthermore, at the Raudhatul Mujawwidin Islamic Boarding School, with limited facilities and infrastructure, the head of the boarding school gave a policy of adding 2x4 hours of study time each week to study fashion. So that with limited facilities and infrastructure, teachers are able to achieve learning objectives both in theory and practice, even though attitude skills have not been developed optimally.

### **Provide or instruct teachers to complete class administration.**

In this aspect, not all Islamic boarding schools prepare class administration. As in the Nurul Iman Islamic boarding school, the workshop teachers and welding teachers did not have the attendance of the students. Meanwhile, at the Raudhatul Mujawwidin Islamic boarding school, the head of the boarding school provided the teacher with a student absentee book and a class agenda book, but the head of the boarding school did not order entrepreneurship teachers to compile a syllabus and lesson plans so that the teacher did not compile a syllabus and lesson plans. As for the Al-Fattah Islamic boarding school, apart from equipping teachers with student attendance books and class agenda books, the boarding school leaders also ordered teachers to compile syllabi and lesson plans as learning guidelines.

### **Optimizing teacher leadership**

The leadership of the Islamic boarding school in Jambi Province has tried to optimize teacher leadership by creating a culture and the obligation to compile a syllabus and lesson plans, but the fashion teacher at Nurul Iman Islamic Boarding School has not

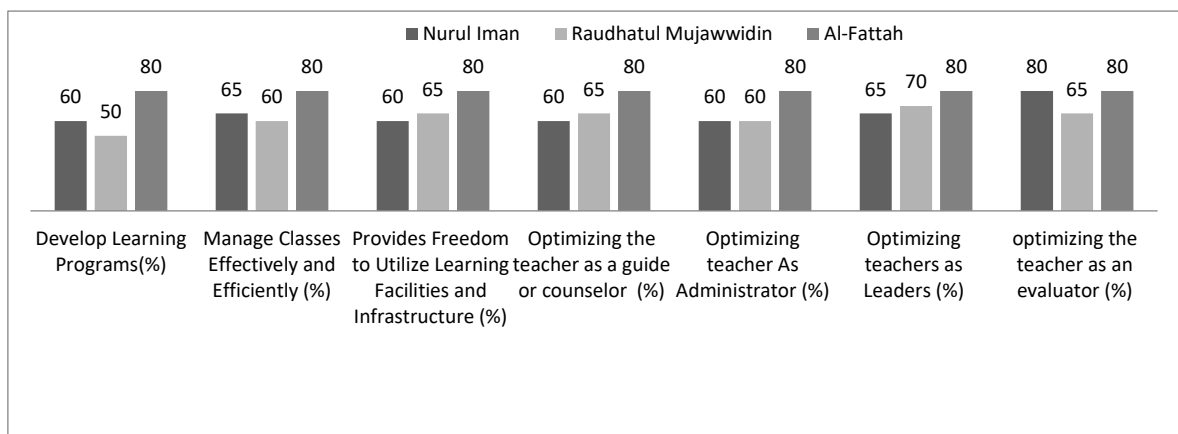
been able to create a conducive learning environment so that learning objectives have not been achieved optimally.

Meanwhile, the Raudhatul Mujawwidin Islamic Boarding School optimizes teacher leadership by cultivating a conducive Islamic boarding school culture, with limited facilities and infrastructure for teachers to create a conducive learning environment. Furthermore, the Al-Fattah Islamic boarding school has optimized the leadership of entrepreneurial teachers through the teacher identification process by recruiting educators who meet the qualifications of educators and require the preparation of syllabi and lesson plans so that teacher implementation is able to achieve learning objectives.

**Optimizing teachers to develop learning evaluations.**

Leaders of Islamic boarding schools in Jambi Province have optimized entrepreneurship teachers as evaluators by giving them autonomy to develop learning evaluations. Gives confidence to compile midterm exam questions and final semester exam questions. In its implementation, entrepreneurship teachers at Nurul Iman Islamic Boarding School and Al-Fattah Islamic Boarding School have developed process evaluations and results evaluation by providing assessments on aspects of knowledge, skills, and attitudes. Meanwhile, the Raudhatul Mujawwidin Islamic boarding school has not entirely developed an evaluation process. To find out a comparison of the implementation of teacher empowerment, the following is a comparison matrix for the implementation of teacher empowerment evaluation at Islamic Boarding Schools in Jambi Province

**Figure 3. Percentage of Teacher Empowerment to build student entrepreneurship**



In Figure 3 it can be seen that Al-Fattah Islamic boarding school has the highest average percentage value with an average value of 80%. Furthermore, Nurul Iman Islamic Boarding School with an average score of 64%, and Raudhatul Mujawwidin Islamic Boarding School with an average score of 62%.

**Evaluation of Teacher Empowerment to Build Student Entrepreneurship**

There are several evaluation activities carried out by the leadership of the Islamic boarding school to empower teachers to build students 'entrepreneurship, here is a list of comparative evaluations of teacher empowerment to build students' entrepreneurship at the Jambi Province Islamic Boarding School.

**Table 5. Comparison of Teacher Empowerment Evaluation Matrix builds entrepreneurship of students**

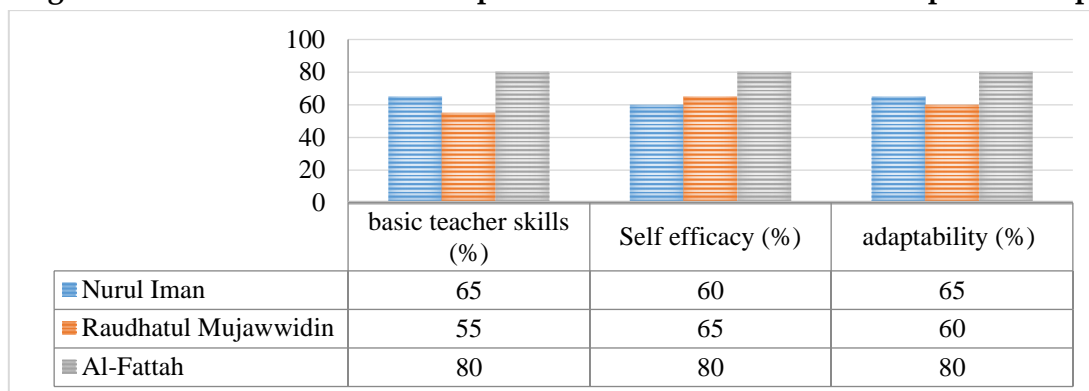
Teacher empowerment evaluation activities	Assessed indicator	The name of the Islamic Boarding School		
		Nurul Iman	Raudhatul Mujawwidin	Al-Fattah
Leaders of Islamic boarding schools through the school principal supervise the syllabus and lesson plans of teachers	Teacher's basic skills	<b>Not all</b> entrepreneurship teachers are able to prepare learning programs, implement and develop optimal learning evaluations.	Entrepreneurship teachers <b>do not prepare</b> learning programs, implement and develop learning evaluations optimally.	Entrepreneurship teachers are <b>entirely capable</b> of compiling learning programs, implementing and developing optimal learning evaluations.
The head of the Islamic boarding school together with the principal goes down to the classroom without knowing the exact time by the teacher or the students	Positive Attitude Appearance	<b>Not all</b> entrepreneurship teachers have a positive attitude	<b>Not all</b> entrepreneurship teachers have a positive attitude	The teacher already has a positive attitude.
The boarding school leadership conducts a meeting with all members of	The ability to adapt to the work environment	Entrepreneurship teachers are <b>not entirely able</b> to communicate entrepreneurship well among	Entrepreneurship teachers are <b>not entirely able</b> to communicate entrepreneurship well among	Entrepreneurship teachers are <b>entirely able</b> to communicate entrepreneurship well among

the teacher council	students, peers, leaders, and the business world.	students, peers, leaders, and the business world.	students, peers, leaders, and the business world.
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Based on Table 5, it is known that the leadership of the Islamic boarding school in Jambi Province plays an active role in evaluating teacher empowerment. The activities are: (1) supervising the syllabus and lesson plans. (2) make visits go directly to the laboratories and identify problems faced by the teacher, (3) communicate the problems faced by the teacher to find solutions.

The evaluation indicators for teacher empowerment are seen from the aspects of basic teacher abilities, aspects of teacher positive attitudes, and aspects of the ability to adapt to the work environment. Furthermore, to find out the empowerment of teachers in building entrepreneurship for students at the Islamic Boarding Schools in Jambi Province, it can be explained in the following diagram below:

**Figure 4. Evaluation of teacher empowerment to build student entrepreneurship**



Based on Figure 4, it can be seen that Al-Fattah Islamic Boarding School has the highest average number of 80%, furthermore, the Nurul Iman Islamic boarding school has an average value of 63%. Followed by the Raudhatul Mujawwidin Islamic Boarding School with a percentage value of 60%.

**DISCUSSION**

Islamic boarding schools are the oldest Islamic education institution in Indonesia which has survived in the midst of changing times and developments in science and technology. In its implementation, Islamic boarding schools have full autonomy to determine the standard of education it provides both in terms of human resources (HR) and the curriculum.<sup>15</sup> However, it will be a little different when the Islamic boarding

<sup>15</sup> Syamsul Bahri and Novira Arafah, 'Analisis Manajemen SDM Dalam Mengembangkan Strategi Pembelajaran Di Era New Normal', *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 20-40, <https://doi.org/10.31538/tijie.v1i1.2>; Abubakar Yakubu, 'Pondok, Tsangaya, and Old Age Spiritual Wellbeing', *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (25 July 2021): 122-38, <https://doi.org/10.31538/tijie.v2i2.44>.

schools have integrated the curriculum between the Islamic boarding schools curriculum, the Ministry of Religion curriculum, and the curriculum of the Ministry of Education and Culture.<sup>16</sup> Few or many Islamic boarding schools certainly need to make adjustments to the educational standards that have been determined. The purpose of adjusting this curriculum is so that students have both religious knowledge and general knowledge so that students have the readiness to live a life that changes very quickly.<sup>17</sup>

In addition, in the human resource aspect, it is also required to make adjustments to the minimum standards, namely that teachers must have qualifications as minimum Strata One (S1) teaching staff.<sup>18</sup> In terms of facilities and infrastructure, the leadership of the Islamic boarding school in Jambi Province has facilitated teachers with several entrepreneurial development laboratories for students, but not all of the entrepreneurship development of students have labor facilities. However, limited facilities and infrastructure are not a barrier to achieving the learning objectives at the Al-Fattah Islamic Boarding School, with limited learning facilities the teacher is able to adjust to conditions by utilizing used goods or utilizing items owned by students to be used as learning tools.<sup>19</sup>

Furthermore, a high commitment was also found in the culinary teacher at Nurul Iman Islamic Boarding School, overcoming the limitations of learning facilities by increasing learning hours. This is one of the keys to the success of the boarding school in developing the entrepreneurship of the *santri*. In line with these conditions, in Omotayo<sup>20</sup> states that one of the keys to human resource management is the commitment of employees to identify the interests and goals of the organization, be aligned and committed to achieving these goals. Furthermore, in the aspect of autonomy, each Islamic boarding school has given autonomy to entrepreneurship teachers to develop funding, teaching schedules, and curriculum. This is in accordance with Government Regulation no. 17 of 2010 Article 10 Paragraph (4)<sup>21</sup> Minimum service standards for education units are set as initial requirements that must be met in achieving National

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<sup>16</sup> Mukhamad Ilyasin, 'Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum', *Dinamika Ilmu* 20, no. 1 (2020): 13-22, <https://doi.org/10.21093/di.v20i1.2006>.

<sup>17</sup> Ima Amaliah, Tasya Aspiranti, and Pupung Purnamasari, 'The Impact of the Values of Islamic Religiosity to Islamic Job Satisfaction in Tasikmalaya West Java, Indonesia, Industrial Centre', *Procedia - Social and Behavioral Science* 211, no. September (2015): 984-91, <https://doi.org/10.1016/j.sbspro.2015.11.131>.

<sup>18</sup> Ilyasin, 'Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum'.

<sup>19</sup> Zainul Arifin et al., 'An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (4 March 2023): 77-89, <https://doi.org/10.31538/ndh.v8i1.3237>; Ibnu Siregar Halomoan, Isnarmi Moeis, and Abubakar Yakubu, 'An Overview of the Strength of Implementing Democratic Values in an Islamic Boarding School Atmosphere', *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (9 March 2023): 190-206, <https://doi.org/10.31538/nzh.v6i2.2865>; Sutarno Sutarno, 'Supervision Management in Improving Madrasah Achievement in State Aliyah Madrasah', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 53-65, <https://doi.org/10.59373/kharisma.v2i1.21>.

<sup>20</sup> Omotayo Adewale Osibanjo and Anthonia Adeniji, 'Manajemen Sumber Daya Manusia : Teori Dan Praktek Bagian I - Tinjauan Manajemen Sumber Daya Manusia', 2016.

<sup>21</sup> Kementerian Pendidikan, 'Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010', 2010.



Education standards in stages by implementing autonomy in education units or schools/madrasah-based management.

In the implementation of teacher empowerment activities, the leadership of the Islamic boarding school in Jambi Province has carried out several steps, including giving authority and responsibility to teach, but the implementation of welding teachers at Nurul Iman Islamic Boarding School and Raudhatul Mujawwidin Islamic Boarding School was found not teaching during teaching hours. This condition of course reduces the work productivity of the teacher to develop the entrepreneurial competence of the santri. This condition, of course, should not occur when the leadership of the boarding school is able to ensure that the goals, objectives, vision, values, and policies of the organization are implemented as agreed upon. Furthermore, teachers should work with management to ensure that the policies that have been set are practiced.<sup>22</sup>

Furthermore, in the evaluation activities, the leadership of Islamic boarding schools in Jambi Province has attempted to carry out an evaluation of teacher empowerment to build student entrepreneurship by monitoring both documentation and implementation. Nurul Iman Islamic boarding school is a boarding school that has the highest intensity in conducting teacher performance evaluations, namely holding monthly meetings once a month to identify obstacles and provide solutions.<sup>23</sup> From the meeting the culinary teacher got a solution to the obstacles he faced such as: limited facilities and infrastructure by providing solutions in the form of the authority to increase teaching hours provided that it did not interfere with other students' learning hours, besides that the culinary teacher also had the authority to collect practical funds students according to the learning needs of the santri and for the long term the boarding school leadership will strive to procure a bakery as an additional means of learning and learning capital for santri culinary studies.<sup>24</sup>

Furthermore, the evaluation of teacher empowerment has also been attempted by the leadership of the Ruadhatul Mujawwidin Islamic boarding school in Muara Tebo Regency by making direct visits to see obstacles and providing supervision through meeting activities held once every semester, but unlike the Nurul Iman Islamic boarding

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<sup>22</sup> Osibanjo and Adeniji, 'Manajemen Sumber Daya Manusia : Teori Dan Praktek Bagian I - Tinjauan Manajemen Sumber Daya Manusia'.

<sup>23</sup> Musdalifah Alwi and Lusia Mumtahana, 'The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (17 April 2023): 66-78, <https://doi.org/10.59373/kharisma.v2i1.18>; Viviana Fernandez, 'Environmental Management: Implications for Business Performance, Innovation, and Financing', *Technological Forecasting and Social Change* 182 (1 September 2022): 121797, <https://doi.org/10.1016/j.techfore.2022.121797>; Chao-Hua Li, Wen-Goang Yang, and I.-Tung Shih, 'Exploration on the Gap of Single- and Double-Loop Learning of Balanced Scorecard and Organizational Performance in a Health Organization', *Heliyon* 7, no. 12 (2021): e08553, <https://doi.org/10.1016/j.heliyon.2021.e08553>.

<sup>24</sup> Muhammad Nawawi Fathullah et al., 'Management of Digital Literacy-Based Work Practice Training in The Boarding School Environment', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (23 January 2023): 1-11, <https://doi.org/10.31538/munaddhomah.v4i1.230>; Irwan Fathurrochman, Dina Hajja Ristianti, and Mohamad Aziz Shah bin Mohamed Arif, 'Revitalization of Islamic Boarding School Management to Foster the Spirit of Islamic Moderation in Indonesia', *Jurnal Pendidikan Islam* 8, no. 2 (2019): 239-58, <https://doi.org/10.14421/jpi.2019.82.239-258>.

school, the implementation of teacher empowerment has not been able to provide solutions to the development of welding entrepreneurship.<sup>25</sup> The decision of the boarding school leadership which seems slow to the problems faced by the teacher has caused the empowerment of welding teachers to build entrepreneurship for students not run smoothly. Assertiveness of goals, as well as alignment of goals in action by taking effective steps need to be done in the entrepreneurial development of students. Besides that, the alignment of the vision and mission as well as strategic steps in achieving it also needs harmony.<sup>26</sup> The importance of a lesson plan also needs special attention so that the goals of empowerment can be achieved effectively and efficiently.<sup>27</sup> Meanwhile, evaluation activities at the Al-Fattah Islamic boarding school are also held at the end of each semester through a meeting held at the end of every semester. In addition, evaluation is also given through seminars or workshops held by the boarding school leadership either as the organizer or as a participant.

The use of training and workshops or seminars attended by Islamic boarding school entrepreneurship teachers is very effective for the Al-Fattah Islamic boarding school to increase teacher empowerment in building Santri entrepreneurship. The responsiveness of the principal in analyzing the educational background of teachers and taking attitudes by providing entrepreneurship training and curriculum development workshops can provide strengthen to general entrepreneurship teachers and workshops at Al-Fattah Islamic boarding school, so with the absence of supporting facilities and infrastructure for general entrepreneurship development and limited facilities supporting the development of the workshop, these teachers are able to survive in building general entrepreneurship. Resource Management Practitioners, in this case, the boarding school leaders are expected to have adequate skills and knowledge in carrying out their duties related to recruitment & selection, training, performance management, compensation & benefits, and employee relations.<sup>28</sup>

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<sup>25</sup> Yusuf Hanafi et al., 'The New Identity of Indonesian Islamic Boarding Schools in the "New Normal": The Education Leadership Response to COVID-19', *Heliyon* 7, no. 3 (1 March 2021): e06549, <https://doi.org/10.1016/j.heliyon.2021.e06549>; Claire-Marie Hefner, 'Models of Achievement: Muslim Girls and Religious Authority in a Modernist Islamic Boarding School in Indonesia', *Asian Studies Review* 40, no. 4 (1 October 2016): 564–82, <https://doi.org/10.1080/10357823.2016.1229266>; Chatia Hastasari, Benni Setiawan, and Suranto Aw, 'Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta', *Heliyon* 8, no. 1 (1 January 2022): e08824, <https://doi.org/10.1016/j.heliyon.2022.e08824>.

<sup>26</sup> M. Haris Hidayatulloh et al., 'Entrepreneurship Education Grows Santri's Entrepreneurial Spirit (Evidence from Indonesia's Islamic Boarding School)', *KnE Social Sciences*, 31 March 2019, 594–601, <https://doi.org/10.18502/kss.v3i13.4233>; Asnal Mala, Budi Purwatiningsih, and Solchan Ghozali, 'Implementasi Pengembangan Jiwa Literasi Entrepreneurship Pada Siswa Sekolah Dasar', *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 2 (11 November 2022): 120–44, <https://doi.org/10.54069/attadrib.v5i2.366>; Siswanto Siswanto, 'The Exploration of Pesantren-Based Entrepreneurship Development Strategy Through Teleology Approach', *El Harakah* 20, no. 2 (2018): 191, <https://doi.org/10.18860/el.v20i2.5253>; Erick Yusuf and Endin Mujahidin, 'Sharia Entrepreneur Internship Method In Building Marhamism Character In Islamic Boarding Schools', *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (22 February 2022): 206–17, <https://doi.org/10.31538/nzh.v5i1.2056>.

<sup>27</sup> Osibanjo and Adeniji, 'Manajemen Sumber Daya Manusia : Teori Dan Praktek Bagian I - Tinjauan Manajemen Sumber Daya Manusia'.

<sup>28</sup> Osibanjo and Adeniji.

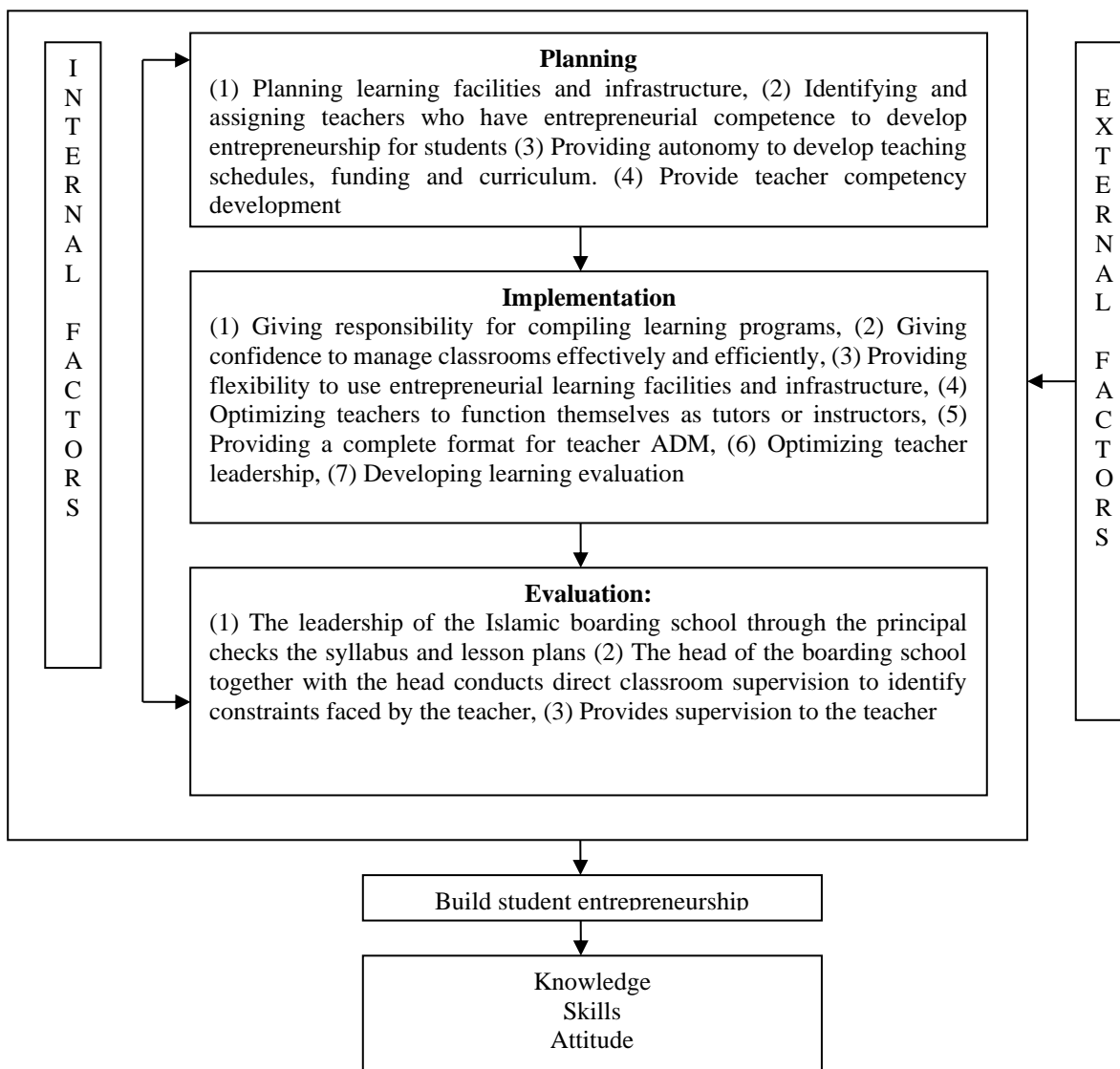
The Jambi provincial boarding school has tried to improve teacher empowerment to build santri entrepreneurship, but each Islamic boarding school has its strengths and weaknesses, such as: the al-Fattah Islamic boarding school has a lack of facilities and infrastructure but has teachers who are competent in their fields, Nurul Iman Islamic boarding school has the facilities and better infrastructure but not yet supported by competent teachers, meanwhile, the Raudhatul Mujawwidin Islamic boarding school has a conducive Islamic boarding school culture, and flexible time but has not been supported by the commitment of the boarding school leadership.<sup>29</sup> Therefore, in empowering teachers totality is required, starting with good planning, committed implementation, and continuous evaluation. So that the goal of empowerment can be achieved characterized by: an increase in higher satisfaction, fewer complaints, increased loyalty to the organization, increased effectiveness, ability to solve problems effectively, increased coordination between functions, a high sense of self-efficacy, responsibility, authority over work them, and innovative.<sup>30</sup> Furthermore, from the above explanation, the authors can draw a model for empowering teachers to build entrepreneurship for students as below:

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<sup>29</sup> Michael Armstrong, *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership* (Kogan Page Publishers, 2022); Eleftheria Egel and Louis W. Fry, 'Spiritual Leadership as a Model for Islamic Leadership', *Public Integrity* 19, no. 1 (2 January 2017): 77-95, <https://doi.org/10.1080/10999922.2016.1200411>; Septi Wahyu Estiani and Enung Hasanah, 'Principal's Leadership Role in Improving Teacher Competence', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 2 (21 July 2022): 229-41, <https://doi.org/10.31538/ndh.v7i2.2281>.

<sup>30</sup> Aksel et al., 'Assessment of Teachers' Perceptions of Organizational Citizenship Behaviors and Psychological Empowerment: An Empirical Analysis in Turkey'.

**Figure 5. Islamic Boarding School Teacher Empowerment Model**



**CONCLUSION**

Entrepreneurship teacher empowerment planning at Islamic Boarding Schools in Jambi Province is characterized by several indicators, namely: planning the facilities and infrastructure for the development of entrepreneurship for students, identifying teachers and delegating teaching tasks according to teacher skills, providing autonomy in aspects of curriculum development, funding (facilities and infrastructure), develop teacher competence. The implementation of teacher empowerment at the Pondok Pesantren in Jambi Province is marked by several indicators, namely: the leadership of the Islamic boarding school gives responsibility for compiling learning programs, gives confidence to manage the class effectively and efficiently, provides flexibility to utilize learning facilities and infrastructure, provides opportunities for teachers to optimize himself to function as a teacher adviser or instructor, provide or instruct teachers to complete classroom administration, optimize teacher leadership, and optimize teachers to develop learning evaluation tools. Evaluation of teacher empowerment at Islamic

boarding schools in Jambi Province is indicated by several indicators: first, the principal checks the curriculum document. second, the boarding school leadership together with the principal conducts direct supervision of the class and identifies the problems faced by the teacher. third, and third, providing supervision through the activities of teacher council meetings. The research that has been done has not discussed specifically organizing, even though it has been explained explicitly. that for further research in order to complement this research as a whole part of the management of teacher empowerment in building student entrepreneurship in Islamic boarding schools.

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